

## Abstract

Research Title : EFFECTS OF THE MATHCING BETWEEN LEARNING STYLE  
AND TEACHING STYLE ON LEARNING WITH HAPPINESS OF  
STUDENTS

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This Research aims 1)to study student's learning styles, teachers' teaching styles and students' happiness in learning in all subjects areas, 2) to study the matching between learning styles and teaching styles in all subjects areas and 3) to study the effect of the matching between learning styles and teaching styles on students' happiness in learning. The sample consisted of 729 students 1<sup>st</sup> year-5<sup>th</sup> year in Faculty of Education, Suansunandha Rajabhat University The research instruments are the Grasha and Riechmann learning styles and teaching style survey (1975) and the students' happiness in learning survey, based on learning with happiness theory initiated by the Office of the National Education Commission (1997). Data were analyzed by 1) descriptive statistics: Frequency, Percentage, Mean, Maximum value, Mode, Standard Deviation and judged value of mean were examined to describe students' learning styles, teachers' teaching styles, students' happiness in learning and a match of students' learning styles to teachers' teaching styles and 2) inferential statistics: t-test was examined to analyze the effect of a match of students' learning styles to teachers' teaching styles on students' happiness in learning.

The research result show that

1) The most students' learning styles were participant style, followed by collaborative style, independent style , dependent style , competitive style and avoidance style in the same level , respectively. Most teachers' teaching styles were expert style, followed by personal model style, facilitator style, formal authority style and, delegator style, respectively.

2) Most students' happiness in learning in all subjects areas were at the moderate level: Early Childhood Education subject had the highest scores, while Math subject was at the least scores.

3) No different of student's happiness in learning were found between students who has learning styles that match and not match to teachers' teaching styles.

